



GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: G
LINGUISTICS & EDUCATION

Volume 15 Issue 11 Version 1.0 Year 2015

Type: Double Blind Peer Reviewed International Research Journal

Publisher: Global Journals Inc. (USA)

Online ISSN: 2249-460X & Print ISSN: 0975-587X

Influence of Socio-Economic Background on Social Adjustment Development of Adolescents with Hearing Impairment in Oyo State

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Abstract- This paper investigated the influence of socio-economic background on social adjustment development of adolescents with hearing impairment in Oyo state. The study used 48 participants comprised of 24 males and 24 females who were purposely selected for the study. The research was based on simple descriptive survey research method. Two research instruments were used to gather data for the study. The two sets of questionnaire are Socio-Economic Questionnaire (SEQ) and Social Adjustment Questionnaire (SAQ). One hypothesis was tested and the result showed that adolescents with hearing impairment from high socio-economic background socialized and adjusted well than their counterparts from low socio-economic background. The paper recommended among others that awareness program should be mounted on the news media to parents and other stakeholders by professionals on the care and needs of the adolescents with hearing impairment.

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GJHSS-G Classification : FOR Code: 920107, 930104



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I. INTRODUCTION

Among the variables constituting in environmental settings, the home is the most important for early development and shaping of the child's personal characters. The home environment is a subset of the total environment. It is a sub-environment that needs to be stimulating, explorative, interactive, mobile, acceptable and encouraging especially during the early years of life (Ogunniyi, 2001).

Socio-economic status of individuals in a society is factored by the income, educational achievement, occupational level of the family, all which are related to one another. Virtually all societies are stratified according to socio-economic indices and are marked by differences in almost all facets of life-be it environmental conditions child care interactions, value, attitudes and expectations. Furthermore, the status of socio-economic variables begins to affect children even prior to their entrance into the world. The child's physical care, parental teaching, family interaction and opportunities for development vary with the socio-economic position of the family.

Many people have in time past and recently expressed their concern about poor social and psychological adjustment of the children with hearing impairment. It is then, important to remember that, it is difficult to maintain or attain an ideal child when parents appear to be neglectful, disinterested in his child and also fail or unable to provide the basic necessities of life that will enhance his level of adjustment. Further, it should be noted that a child starts life in the social and economic position of his/her family. In fact, physical care, medical, type of education, food and other opportunities for development vary with the socio-economic position of the family.

Consequently, the social adjustment of the children with hearing impairment will be duly affected either positive or negatively (Aderibigbe, 1995). Individuals in our society are generally social creatures that need to interact with others to meet their emotional, social and biological needs. In situations where we cannot readily communicate our needs and aspirations to people we desire to relate with, our days would turn out to be colourless and lonely, devoid of the basic necessities of the warmth and nurturance that social contacts and relationships bring to our lives. Such is the plight of person that is hearing impaired. They have problems of coping with the challenges of daily living. This is because they find it difficult to express themselves affectively to their families at home, peer groups in school, as well as friends and relatives at social gatherings. An individual that is hearing impaired and unable to communicate effectively his/her feeling and desires to others will find enjoyment of life to be limited and become more vulnerable to physical or emotional sufferings (Ogunniyi, 2001; Eze, 1994).

The social adjustment of the hearing impaired suggests a smooth relationship between the individual and the environment. In this sense, the adjusted individual interacts in a harmonious way with the world in which he or she lives. Fundamentally, the term, social adjustment is often used to refer generally to harmony in the interpersonal relationships. An individual's level of social development depends always on how such a person understands and perceives the world around the individual. In the same way, the individual's; cognitive level is a product of the person's perception of solidarity

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with a certain social system and its requirements (Adeyemi, 2014; Lieshort and Ingram, 1997).

The child who is loved and adequately cared for learns to look on the world as a friend, loving place in general. The child who is neglected and unloved views the world in a very different way, becoming withdrawn or timid, or he may fight back become aggressive. Sensitivity to social expectations develops as children experience reciprocity in the family, school, neighbourhood and peer group (Ogunniyi, 2001; Aderibogbe, 1995).

This paper therefore examined the influence of socio-economic background on social adjustment development of adolescents with hearing impairment.

a) Hypothesis

The null hypothesis was tested at 0.05 level of significance. There is no significant difference between the social adjustment development of hearing impaired adolescents from high socio-economic background and low socio-economic background.

II. METHODOLOGY

The target population comprised of students with hearing impairment from Ijokodo High School, Ibadan and Durbar Grammar School, Oyo. Purposive sampling technique was used for the selection of forty-eight (48) participants comprised of 24 males and 24 females. The research was based on simple descriptive survey research method.

a) Instrument

Two research instruments were used to gather data for the study. The two sets of questionnaire are Socio-Economic Questionnaire (SEQ) and Social Adjustment Questionnaire (SAQ).

b) Procedure

The questionnaire was personally administered by the researcher to the students at their schools on different days of the week. It was administered under normal classroom conditions.

III. RESULTS

Table 1 : showing the Socio adjustment development of students with hearing impairment from high and low socio-economic backgrounds

Variables	N	X	SD	DF	T-cal	t-value	P
High socio-economic background	24	49.6	6.82	96	2.06	2.08	.05
Low socio-economic background	24	47.5	6.03				

The table shows that the calculated t-value of 2.06 is less than the critical t-value of 2.08 at 0.05 alpha level of significance. Therefore the hypothesis which states that there is no significant difference between the social adjustment development of hearing impaired adolescents from high socio-economic background and low socio-economic background is hereby rejected. The result showed that the participants in the low socio-economic background are disadvantaged and need help. This is because they were not adequately exposed to social activities while their peers in the high socio-economic background were encouraged to interact well with the environment.

IV. DISCUSSION

The result reveals a significant difference in the social adjustment development of students with hearing impairment. The hypothesis was thus rejected. The result was consistent with that of (Adeyemi (2014; Ogunniyi, 2001; Aderibogbe, 1995). Students from educated and wealthy homes seem to have better social adjustment capability. They are exposed to different types of recreational facilities and activities than their peers from illiterate and poor homes. They attend picnics with other members of the family.

V. CONCLUSION

This study has revealed that the socio-economic background of parents has been found to be a factor influencing the social adjustment of adolescents with hearing impairment. Students from high socio-economic background have opportunities to socialize and adjust well in the society than the students from low socio-economic background.

VI. RECOMMENDATIONS

Professionals should counsel the parents of adolescent with hearing impairment to give affection, love, understanding, adequate nutrition, medical attention, access to education to their children. Awareness programmes should be mounted on the news media on the care and needs of the adolescent with hearing impairment.

Regular Parents Teachers Association meetings should incorporate counselling session to inform parents on how to care and provide the basic necessities of life to adolescents with hearing impairment.

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